

# THE CHICAGO TEACHER:

A JOURNAL OF EDUCATION.

VOL. II., No. 7.

JULY, 1874.

WHOLE No. 19.

## THE CHICAGO TEACHER:

*BELFIELD & KIRK, Editors and Proprietors,*

150 CLARK STREET, CHICAGO.

TERMS: \$1.50 A YEAR, INVARIABLY IN ADVANCE.

Remittances may be made by Draft or Post Office Order.

### EDITORIAL.

#### VALEDICTORIAL.

On account of other editorial employment which has been tendered me, I am compelled to give up *THE CHICAGO TEACHER*. My natural regret on parting with this, my first journalistic venture, is mingled with satisfaction in the thought that it falls into hands so competent to carry it on in a manner creditable to themselves and commensurate with the hopes of its founders. *THE TEACHER* will be published in future by Messrs. H. H. Belfield and Alfred Kirk, both successful school Principals in this city, as well as gentlemen of high scholarship, and literary gifts and attainments. Not a little of the acknowledged success of *THE TEACHER* has been due to the assistance of these gentlemen. Many spicy editorial paragraphs were from the pen of one, and the conduct of *THE TEACHER* has been frequently and profitably modified by the timely counsel of the other. For the new editors and owners of *THE TEACHER*, I bespeak a warm reception and continued encouragement from its present friends.

Toward those who have so far declined to be divorced from *THE TEACHER*, notwithstanding its many faults and shortcomings; its views often hastily considered and recklessly expressed; its many freaks of mischief, harmlessly intended but unkind in their results—towards such I can have only feelings of the warmest personal regard and profoundest gratitude. I assure you all, dear friends, that it is with no ordinary degree of sadness that I say to you—*Farewell!*

JERE. MAHONY.

New business address, 113 and 114 State St., Chicago.

With the present issue of *THE CHICAGO TEACHER*, the interest of the recent editor and proprietor is transferred to the parties whose names are undersigned. The incoming editors and proprietors have no ambition for extravagant reputations—neither talent or taste for self-laudation, but

it is our desire and purpose to so conduct this journal that it may justify the confidence, respect and support of all classes of teachers. We have no special educational hobbies to ride, but we have entered this field in the interest of educational progress, and we propose to discuss in a fair and manly way those matters that are most vital to the integrity and elevation of the profession, to present from month to month the views entertained by the most thoughtful teachers: their consideration of correct methods of instruction and discipline; to note the drift of educational thought, and the relations of public measures to the profession, and to these ends we shall gather, from every legitimate source, such opinions and theories as will supplement the experience of the teacher. We ask for original contributions. We shall lay tribute upon the thoughts of the wise and the good, as our opportunity may warrant. These topics, as they bear upon the work of the school-room, shall receive that attention which their paramount importance demands; not, however, to the exclusion of those matters that are more general in their character. It shall be our privilege to discuss measures and men as well; to make protest against villainous legislation whether local or general; to uphold the character and to maintain the dignity of the profession. *THE TEACHER* will be open to a fair and proper presentation of all questions that have an educational bearing—questions of doubtful interest or of doubtful solution will receive no favor.

This is our prospectus, and on this declaration of principles this journal must stand or fall. We invite the support of teachers everywhere, and of all others who are interested in public education.

H. H. BELFIELD,  
ALFRED KIRK.

NO ACTION by the people of this State is more vital in its results to the welfare thereof, or fraught with graver consequences because of its possibilities for good or evil, than that of the election of State Superintendent of Public Instruction, and nothing can mitigate or excuse a failure by nominating conventions to put forward a man who is, like Caesar's wife, above suspicion. This State cannot afford to put at the head of its most important department, a mediocre man: a man not governed by the most exalted and unselfish principle: a man who is not in an eminent way a scholar and a gentleman; who cannot lay claim to large educational experience, and a finished culture. We submit that a State commits a blunder that is worse than a crime, that does not guard with a sort of savage jealousy, its educational interests, and put into the chair of Superintendent of Instruction, the best man within her borders.

Anything less than this is disloyalty to the people, and a crime against the children of the Commonwealth.

While we have no sympathy with conventions that disregard the interests of the people, we have none with that spirit that so often crops out in men of narrow views and narrower principles, pressing them forward to fill the niche produced by the retirement of other greater men. It is as ridiculous as the spectacle of a pigmy sitting in the center of the Mammoth Cave, and swelling in confident expectation of filling it.

There are a great many good, honest men who owe it to themselves, and to society, to remain in the sphere designed for the use of such talents as may be their gift; men who are to be respected so long as they do not transcend the limits of their stewardship, but who, so soon as they take counsel of their vanity, or are driven by some unhallowed ambition to sit in high places—though clothed in improper garments, and who have not the remotest conception of the measures that make for the glory of the commonwealth, or who are too weak to influence legislation by the weight of a hair in favor of an elevated, hallowed and progressive system of education—these are to be rebuked. We ask for the right man in the right place. We call upon good men to come to the front, and honor the State by honoring the incumbency of its educational department. We speak on behalf of the children of the State, and claim for them the most efficient management of the affairs so vitally concerning them. We ask not that educational advantages may be afforded them, but that the *best* educational facilities may be furnished them.

The response to our demand can only come through an incumbency of the office that shall be liberal in spirit, cultured and refined in character, wise and judicious in administration, and pure in purpose.

OUR FRIENDS of the academies and denominational schools occasionally boast of the superiority of such institutions to the public schools, and some of them are taking or have taken exactly the right course to make the boast good. For instance, an Illinois village of less than 5000 inhabitants, selects an experienced teacher, presents him with a house and lot, settles him comfortably, and pays him \$2,500 per annum. And a suburb of Chicago has just called one of our High School teachers to the principalship of its academy, with salary and perquisites equal to \$4,500 in Chicago, and assures him his position for five years. These trustees are evidently business men, and understand that a good teacher is as susceptible to the influence of a good salary as a good pastor, book-keeper or carpenter. Money commands talent of every kind. They are also aware that the *permanency* of one's position has an influence upon his work. It is doubtless true that, in some cases, habits of sloth and indifference are generated by a consciousness of security. But such cases are rare: the great mass of salaried men and women, such as clergymen, clerks, mechanics, etc., who are employed "during good behavior," work as conscientiously as they would were their appointments renewed at stated periods, and with much greater ease and skill, because harassed by no anxious care or fear. It is a fact that many of our most careful, painstaking and successful teachers are always more or less disturbed in mind, and the efficiency of their labors consequently reduced, by the fear of being

"dropped" at the close of the year; and as the time which is to decide their fate approaches, their nervousness sometimes becomes painfully evident. Surely, the teacher, upon whose calm equanimity depends in a great measure both the mental and moral health of three score children, should have all the advantages which can possibly tend towards the cultivation of a serene, tranquil, happy frame of mind.

Permanency of position also enables one to devise and to carry out well matured plans, to lay broad and deep foundations, and to build thereon a solid superstructure.

We are not contending for the retention of inefficient teachers. Far from it. But we claim that the present system does not rid the schools of such. And even if the end of the school year did witness the dismissal of all incompetents (and every one knows it does *not*), who shall estimate the irreparable injury done by *one* poor teacher during the months in which children, parents and principal have impatiently waited for the annual election which should make her place vacant. We desire to call, respectfully, the attention of school directors to this subject, believing that a change in this respect would be beneficial to the schools generally.

MR. MAHONY withdraws from the conduct of THE TEACHER to enter upon similar work for the house of A. S. Barnes & Co., of New York city, a firm that did not fail to discern his unusual ability in this department of labor. From the first number, THE CHICAGO TEACHER was a success. Under the able management of Messrs. Baker and Mahony it at once attained a circulation and a prestige altogether unprecedented in the annals of educational journalism. It was hailed everywhere as a new departure among the monthlies: commendations and subscriptions alike poured in from all parts of the Northwest, and many teachers who had refused to believe in the possible existence of a school journal which should excite and retain interest, welcomed THE TEACHER as a long sought for and never to be expected friend. When Mr. Baker withdrew, leaving Mr. Mahony sole editor and proprietor, the star of THE TEACHER seemed to lose but little of its brilliancy. Supported by the ablest educational talent of the city, assisted by writers elsewhere, and sparkling with gems of Mahony wit, THE TEACHER has made an enviable record peculiarly its own. We are happy in being able to say that both its former editors retain sufficient affection for their child to continue to write for its columns. Mr. Mahony contributes to this number, and we have Mr. Baker's promise of a series of articles, beginning with the August number. And we may here say that we are making arrangements with several well known gentlemen for contributions which will truly enrich our pages. Only a few of these negotiations are sufficiently far advanced to be announced. DR. S. A. McWILLIAMS, who has for several years filled with great acceptance a chair in one of our medical colleges, will give us views of teaching from the standpoint of his profession. HON. A. S. KISSELL, lately State Superintendent of Public Instruction, in Iowa, who has lately been studying European, especially German, methods of instruction, will most probably favor us with a series of articles. The old friends of THE TEACHER, Superintendent Pickard, Assistant Superintendent Hanford, Principals Howland, Delano, Lewis, Hannan, Merrill, Babcock, Bright, in fact, every one to whom we have

spoken has promised to continue to write for us. Our friends will notice several new features in this number, prominent among them the department of SELECTIONS, for which we propose to use our scissors on everything which comes within our reach that contains valuable and interesting thought. While we are fully impressed with the importance of presenting original matter, we are not such worshippers of our own city, or section, or selves, as to entertain the thought that nothing of value originates elsewhere; and, at the risk of adverse criticism, we shall not hesitate to sacrifice original to selected matter, whenever we think the latter is more valuable or pertinent. We intend to make THE TEACHER, if possible, a necessity to every one who would keep pace with the march of thought in the educational world.

THE transfer of the ownership of this journal does not imply a transfer of the contributions sent to the recent editor, with the privilege of publication. For this reason, and because we are not willing to publish communications unaccompanied by the name of the author, we do not feel at liberty to print the communication over the signature *Incaruate Negation*, which was put into the possession of Mr. Mahony; and this furnishes us an opportunity to say what has been our thought during the tilt between *Incaruate Negation* and Blue Beard, that we consider the further discussion of this subject as of doubtful propriety, productive of neither good nor harmony among our teachers, and we shall be compelled to decline the use of our columns for its prolongation.

The manuscript mentioned above is subject to the order of the author.

A SINGLE unfortunate habit, whether mental, moral, or physical, may lessen a teacher's efficiency. Children, as well as adults, are frequently so constituted as to permit all the good which would otherwise be derived from associating with another person to be completely neutralized by some trait or characteristic which runs counter to their own prejudices or sensibilities. We remember a good old deacon, of unusual piety and worth, whose exhortations were far above those of the average layman, whose favorite hero and model was John Knox, whom he frequently eulogized, especially when he noticed many collegians among his auditors. Unfortunately for our peace of mind, the good deacon had confounded Mary Queen of Scots, and Mary of England: and "Bloody Mary," as he delighted to call her, always kept John Knox company in the deacon's thoughts. At one time J. K. was represented as threatening B. M.; at another time B. M. dreads J. K.'s influence more than all the world's beside: then the anachronism being still greater, the Scottish covenants are pictured scampering over the hills pursued by B. M.'s dragons. Alas! when the deacon rose to his feet, the vision of J. K. and B. M. presented itself to our view: and even if the dear old man did not parade his stock company of two, we trembled in fear lest he should; and the effect upon us was the same in either case. So a pupil's attention may be centered upon a teacher's idiosyncrasy, instead of upon the lesson. It is foolish to say that this is folly, that the pupil should be able to concentrate his mind, etc. The constant repetition of "hadn't ought," "have went," "let every pupil attend to their own business," etc., will cause as much acute pain to some children as will the pricking of

a needle. An ill-fitting dress, a display of inharmonious colors, or any violation of good taste, may produce upon some sensitive organizations effects similar to those caused by a dose of ipecac. If we dared, (of course we do not) we would humbly suggest to city and county superintendents a thorough examination of all applicants for teachers' honors in matters of taste and etiquette. We will furnish the questions gratis.

TEACHERS frequently know that a pupil's attendance upon parties, sociables, etc., is injuring her health, and impeding her progress in school. The drowsy manner, the poorly learned lesson, the general distaste for school duties, are indications which never escape the notice of the able teacher. Too often the parents are blind to that which is clear to the keener eye of the teacher, and attribute to severe study the effects of protracted dissipation. While it is a very delicate duty, we think it *is* the duty of the teacher to interfere, to save the pupil from permanent injury and the class from demoralization.

THE bright little poem, "CASTLES IN THE AIR," is from the pen of a lady in one of our city schools, who is unwilling that her name should appear. We hope to hear from her again and again.

THE TEACHER wishes to offer a word of counsel to those teachers who appear to think,—and many excellent teachers do, if persistent practice be an indication of the belief that inspires it—that the *summum bonum* of teaching, or that the panacea for all evils or shortcomings consists in the detention of pupils after school hours. It has no value either as an instructive or disciplinary measure. While we concede that there are occasions when the measure may be adopted, in certain individual cases of a peculiar character, such as the necessity for expounding or elucidating some difficult problem in the pupil's work; or it may be the pupil's mental make-up is such that he cannot be satisfactorily reached without an individual effort directed entirely to him, yet we are no less convinced that as a method, it is neither right in principle nor profitable in practice. We believe that it will be the admission of every teacher who will give careful thought to the bearings of this question upon both himself and pupils that not a little mischief in school management can be traced directly to this practice. The five hours per day of actual instruction, in which a constant and heavy draft is made upon the nervous energy of the teacher, to say nothing of a great deal of voluntary labor in preparation of the work to be done, and examination of slates and papers showing the written work of the pupils, has been declared, in the wisdom of the Board of Education, an exponent of public sentiment in this matter, to be sufficient in its demands both upon teacher and pupil, and anything beyond this saps the resources of that power which children have a right to demand shall come fresh to them each day. To remain after school-hours, as a practice, either to infuse a new life into the pupil, or for purposes of punishment, in our judgment is a measure that defeats its own ends. The teacher almost of necessity becomes nervous and irritable, as a result of already exhausted energy and possible disappointment, and the pupil is made restive under what he recognizes as an artificial restraint, becomes obstinate, observes the loss of power in the teacher, and is



determined to defeat the object of his detention, and in a large majority of cases an issue at once arises between teacher and pupil, which could have been and ought to have been avoided.

We beg leave to offer to teachers a few practical hints as aids in the abolition of this nefarious practice:

1. Map out in your thought a thorough plan for each day's work. A well digested programme of exercises will be invaluable in this respect.
2. Make yourselves thoroughly familiar with the topics to be presented and studied each day, and their order, so that the mind may accommodate itself to the change of exercises.
3. Exemplify each day in your work the great value of the motto, "A time for everything and everything in its time;" never permitting one recitation or exercise to trespass upon the time of another.
4. Remember there are five days in a week and four weeks in a month, and that it is impossible to do in one month what in the nature of things will require three.
5. Cultivate the habit of finishing a task within a prescribed time, and require the same of your pupils.
6. Never attempt to supplement or patch a recitation.

IT SHOULD be a cause of thankfulness to our teachers that they are the subjects of such tender care on the part of many of our business men. So many of them seem to bear the teacher uppermost in their thoughts. Does a man fancy he was designed for a banker? He is solicitous that the teachers should enjoy the benefit of his skill in the investment of their funds: and a few days prior to that happy day in which the ever welcome, genial visage of the school agent smiles above his strong box, and his nimble fingers divide to each his portion in due season of that irredeemable currency which some people denounce, but which no one ever refuses.

Each teacher is informed by mail of the wonderful powers of compound interest in increasing even the smallest deposits to fabulous sums, when those deposits are made in "our bank." Is a circulating library established? The proprietor is extremely desirous that the dainty fingers of the teachers should, for a consideration, turn the leaves of his greasy volumes. And so the teacher is indebted to all classes of tradesmen, who kindly care for her interests and for her money.

But the most singularly favored, those who are blessed above the others, and are, perhaps, the envy of their fellows, are the ladies whose homes are in the beautiful suburban villages which nestle in the woods, or enjoy the sunshine of the prairies around our city. Their daily trips to and from their homes are enlivened by the cheerful company of the enterprising real estate agent, whose affectionate heart yearns to provide each of them with a home in which she may repose after the fatigues of the day.

The owner of the embryo village in which these rustic retreats are located, is always fascinated with the lady teacher. No seat in the car is as pleasant as that in half of which she has ensconced herself. He always finds her witty and wise, as becomes her profession; her dress is becoming, the dressing of her hair suits his taste exactly. How pleasant that they travel the same road! And how agreeable to the lady this stylish man! How delightful to have one's good points appreciated! How relishing

this language of compliment to one accustomed to daily contact with a man whose eye is open not to beauties, but to blemishes! And what a stylish team meets our stylish man at the depot; and how kind he is to invite us to ride with him! How attentive, how kind-hearted, how devoted to our welfare, until we have invested our little all in a small fraction of a swamp, where the fierce hum of the hungry mosquito, and the hoarse voice of the frog alone cleave the pestilential vapors! Happy teachers, to be the objects of such tender solicitude and watchful care! Happier teachers they, who have imbibed the spirit of that warlike lyric which advises us all to detain our pecuniary resources in the innermost depths of those capacious receptacles which a wise fore-thought has provided; for, under those circumstances we shall always be aware that our finances are in our own individual possession, and therefore under our own immediate control.

WE BELIEVE we are satisfying a want in presenting, this month, the questions used on the 17th and 18th of June, for admission to the Chicago High School. They are more difficult than any heretofore used, and probably a greater number of applicants have failed than ever before.

There are three new features introduced into the examination this year, all very commendable. First, *two* days were occupied by it, instead of one. This gave the opportunity for fewer hours each day, beginning, on the first day at 10 o'clock A.M., closing at 1 o'clock P.M. The early risings, hasty breakfasts and cold lunches, and exhausted frames caused by the long 8 A.M. to 5 P.M. sessions, were thus avoided. Second, the examinations of the second day were held at the respective district schools from 9 A.M. to 1 P.M., with obvious advantages. Third, in Geography and History, subjects involving the memory chiefly, each question was double, consisting of two parts of equal value, either of which the pupils might elect, without detriment to his standing, and only one of which was required. Four hundred and seventy-one applicants presented themselves: the failures, if any, cannot be attributed to any lack of desire on the part of the examining committee to give the pupils every possible advantage.

IN LOWER grades frequent change of the exercise is necessary. The skillful teacher will soon notice the lack of interest which indicates fatigue or satiety, and will not let it develop into restlessness, much less into mischief. If the teacher does not heed the symptoms in time, she may have to punish the child for what she herself is responsible.

NO CLASS of mortals, (except heretics and editors) has more of our sympathy than *substitutes*. They are sent at a moment's warning, in all kinds of weather, over all kinds of roads, which frequently lack all kinds of conveyances, to all parts of the city, to take charge of all kinds of divisions, of all kinds of teachers, under all kinds of principals, and under all possible circumstances. Looked askance at by the principal, criticised by the regular teachers, rebelled against by the pupils, ignorant of the customs of the school, and yet expected to know them, the substitute drags on her miserable existence for a dollar and a half a day, paying her own car fare and furnishing her own lunch. But she often adds to her sorrows and ministers to the rage of others by a singular aptitude for doing what she should

not do, and leaving undone what she should do. Will she accept a few hints from her venerable friend?

1. A substitute is *not* expected to have a division complete the six lessons in either drawing book, in one lesson of thirty minutes. In fact, some teachers are so wofully particular about their drawing that they prefer it to be untouched, even if they are absent from school a half day.

2. It is not necessary that more than twenty-five boys should be permitted to leave the room at the same time, nor to stay out over fifty minutes, on an average.

3. It is not the custom in every school to allow pupils to visit different rooms at pleasure.

4. A declaration of love for "little children" is not always the best inaugural address to a third grade division.

5. Some principals have been known to object to being sent for every five minutes, to assist in the management of a division.

6. It has not yet been proved to a mathematical certainty that third floor boys, detained till 5:30 P.M., will, unattended, leave the house with the deliberation of members of the Supreme Court.

7. When half a division has been excused to the yards, and a fourth of it sent for correction to the office, there may sometimes arise a question as to who has charge of the division.

8. While the depravity and perverseness of principals is a matter of regret, it is yet true that they have abundant reasons for believing that not every person is qualified to teach, and that it is always better to dismiss a division than to have it become demoralized.

A PRINCIPAL'S undying gratitude will be the reward of the inventive genius who will enable the teacher in the S. E. room of the sixth story of the Garden City school to understand that, if she and sixty pupils be placed in a room 28x32 by 11 feet, the doors and windows closed, registers shut tight, at 9 A.M., something should be done before recess to make the air as delicious as the spicy breezes that

"Blow soft o'er Ceylon's Isle;"

also, to convince the teacher in the N. W. room of the same floor that in the month of January, with mercury below zero, the engineer cannot supply enough heat unless at least one of the five windows of the room be closed: and that her own position near a hot air register is possibly more comfortable than that of the pupils who sit under the open windows.

CONSIDERABLE amusement is frequently had at the expense of the "Morals and Manners" part of the graded course: and a roar of laughter greeted the proposition of a certain "Professor of Deportment" to give instruction in etiquette to our public schools. This was all well enough; but the truth remains that the manners of pupils might be improved; that many of them sin through ignorance, and that the example of their teachers is not always a model of drawing room propriety. We remember having been amused at beholding a teacher in the model school in Dublin, conducting his recitation in his shirt sleeves, standing behind a chair, with one foot in the seat thereof; but we notice teachers out of Ireland leaning back in their chairs, swinging on one of its legs: others attending to toilet duties in presence of their classes; while they would *whack* their pupils—figuratively, of course,—if they got out

of "position" or of "line." There is no excuse for these last bad habits, friends, early in the day. Later, after having spent hours in the dust and chalk of the schoolroom, with no water nearer than the hydrant in the yard, and no conveniences greater than a pint cup, such crimes may be condoned. Take courage, too, *Ex Oriente lux*; all light comes from the East, and there are architects in some Eastern villages who believe that teachers need the necessities of civilized life as well as the clerks who inhabit carpeted offices free from the dirt necessary to the schoolroom. Pray that the present race of western school-house architects may speedily become extinct, like the awkward monsters of past geologic eras, and that their places may be filled by men who have outgrown the theory that a school house should be built with the exterior of a factory, without the furnishing even of a jail.

THE Board of Education of the city, by a recent vote, resolved to adopt Walter Smith's system of Industrial Drawing, published by J. R. Osgood & Co. Drawing within the few years since its introduction, in the schools of this city, has come to be recognized as an indispensable branch of study, and its success has demonstrated the wisdom of the Board in their vote in its favor. Met at first with some show of opposition, with more indifference even by principals and teachers, it has by its inherent attractions and promises of better things fought its way to the front, and now receives as it merits the unqualified support of every teacher. Children are by it introduced to possibilities, whose fulfillment will be to many a revelation. Much has been gained in this direction and more predicted, because of the admirable gradation of the more recent systems, passing in easy stage from the simpler geometrical forms to the more complete groupings of ornamental designs. It would seem impossible that a child could be less than an artist who had been intelligently instructed in these systems.

We are informed that the enterprising house of J. R. O. & Co. propose to send Walter Smith himself to Chicago at the opening of the schools in September, who will give the teachers of the city special instruction in this elegant branch of study.

ST. LAWRENCE on his gridiron, Simon Stylites on his pillar, the Mexican on his coals of fire, each had a pleasant position compared with that of even the average scholar condemned to sit and listen while the poor ones of the class are being "*drilled*." See how he writhes, turning from side to side to find a comfortable position, while the contortions of his features show the anguish of his tortured soul! What shall the teacher do? Send the good ones to the yards to play leap frog, or pussy wants a corner, if she can devise nothing better, while she labors with the dolts.

TEACHERS frequently expect too much of their pupils, and are indignant or discouraged, or both, because results do not equal their expectations. Children cannot assimilate mental food as readily as adults can; an ounce vial will not hold as much as a pint bottle: all over an ounce is wasted. Digestion requires time.

WILLIAM H. POWELL, Superintendent Public Schools, Aurora, was put in nomination for State Superintendent of Public Instruction, by Republican Convention, in session June 17, 1874.

FOR SEVERAL years past it has been a pet project of some of the teachers here, to show the community what the public school children can do in singing. A year ago, a thousand of them were gathered, at a few days' notice, and with but one general rehearsal, drew from the press the warmest praise for their performance at the JUBILEE. It was hoped that this year might inaugurate a musical festival resembling the grand May Festival of the Boston Public Schools, which many critics declare to be the most enjoyable music that Boston produces. The continued illness of one of our two music teachers seemed to postpone it for another year: but at the June meeting of the Principals' Association, the proposition of Mr. Blackman to give a Complimentary Concert to Mr. Whittemore was heartily endorsed. Before this reaches our readers, the Concert will have been given at McCormick's Hall, June 23d. We know the children will astonish their audience by the purity of their tones, the correctness of their reading, their perfect *shading*, and the promptness of their response to the baton.

THE text-books in music used in the Chicago public schools were written by men who added to thorough musical culture and correct taste an appreciation of the wants of the children; an appreciation resulting from ten years of labor and experiment. The Graded Singers of WHITTEMORE and BLACKMAN are therefore admirably adapted to the instructive demands of public schools. The exercises, solfeggi and songs are carefully graded. Each has an objective point, a step to be taken which aids in the next advance. While much of the music is necessarily simple, form and rhythm are preserved; so that there is not a trashy page in the whole series. Many of the selections, in the higher books especially, are from the masters; while the new music displays critical taste, good judgment and great skill in adaptation to juvenile needs.

See advertisement of Root & Sons.

IT is a matter of gratitude rather than a matter of boasting that the schools of this city have been managed for two years past with so few cases of corporal punishment (perhaps a half dozen), not only without any diminution of their efficiency, but with a positive gain in that for which the schools are organized and supported, viz: thorough instruction. And it is surprising, but not the less gratifying, that the number of suspensions for misconduct is very much less, in fact is but a small fraction of the number reported before this experiment was inaugurated. It was supposed by many, if not by all, that such suspensions would increase until we even might be driven to restore the old regime to prevent our entire juvenile population from receiving a street rather than a school education. The number did increase for a time; neither teachers nor scholars readily accommodating themselves to the absence of the agent which had been the never-failing resort in cases of emergency. The children had in most schools been compelled to comply with the requisitions of the teacher: and when the pressure was removed, when the centripetal force of the birch was destroyed, it is not surprising that the centrifugal force of their own sweet wills carried some of them off in a tangent. Now, the harmony of nature seems to be restored. Expected to govern themselves to a great extent, they are more reasonable, and therefore more governable. The chief business of the school room is now the imparting and acquiring of knowledge, not the preser-

vation of order. The *order* takes care of itself with very little assistance. We are pained to learn that some cities which have abandoned the rod are now considering the propriety, or rather the necessity, of returning to its use. We trust that other cities, towns or schools that may have been desiring to free themselves from this relic of a less civilized age may not be deterred from making the experiment by the fear that success is only temporary, and that the rod must hold its long accustomed and important position in a school economy, even though it be cast aside for a time. We assure them that it can be done, that public schools can be conducted without corporal punishment, much more successfully, easily and pleasantly than with it. We do not know of a single teacher in Chicago (though there may be some) who would willingly return to the old ways. We do know some who would abandon their positions rather than be compelled to enforce obedience by the ferule. We think it probable, however, that the Chicago schools were in a better condition for making the trial than others may be. For years the influence of the Superintendent, silent but potent, had been against bodily chastisement. The members of the Board of Education, with the sound sense which always characterizes that body, repeatedly refused to forbid the practice, though goaded by the attacks of the daily press, and though they themselves were desirous of its abolition. They refused to hinder the cause by injudicious attempts to foster it, but trusted to the Superintendent and teachers to accomplish the desired object. As the Board had always fully sustained the teachers in their judicious and conscientious use of the rod, in like manner it heartily supported us in our attempt to live without it. In fact, without the hearty concurrence and support of the Board, the experiment would have ended in disastrous and lamentable failure. So that Mr. Pickard's promise to a scientific gathering in New England two years ago, to show the world a system of schools in which corporal punishment "is permitted, but not practiced," is amply redeemed.

We trust that the school authorities in New York city will persevere in what we regard as the right direction, though they may feel it to be necessary to take a backward step at present. It may be wise to do this for several reasons, of which we at this distance know nothing.

We would like that teachers and school directors should note seven facts, as resulting from what some have derisively called "Mr. Pickard's moral suasion experiment":

1. Corporal punishment is permitted but not practiced. (The cases of the past year are so few as not worthy of notice in this connection, and are, in all human probability, the last.)
2. No subterfuges or expedients are resorted to.
3. The suspensions for misconduct are fewer than when punishment was practiced.
4. The moral tone of the schools is better.
5. The intercourse between teacher and pupil, and between teacher and parents, is more natural, pleasant and dignified.
6. The pupils are more self-reliant, reasonable and trustworthy.
7. Instruction is more thorough.

We write these things in no boastful spirit. Having succeeded in taking what we regard as a great step forward, we are desirous of showing others its good results.



## CONTRIBUTIONS.

## SHALL WE BUILD AIR-CASTLES?

Wise men, who "believe" in stone mansions,  
 But whose hands in this art are unskilled,  
 Why will ye chide us, and murmur,  
 "O fleeting air-castles ye build" ?  
 Do you know that these fair castle builders  
 Are earth-workers, truest and best ?  
 Why chide, if they'll *work* in log cabins,  
 That in golden air-castles they *rest* ?  
 Do you know that your massive earth-structures  
 Stately, colossal, or fair,—  
 All the world holds worth the holding,  
 Are but realized castles in air ?  
 Cathedrals built by the Eastmen—  
 Rare old dreamers were they—  
 The fair Crystal Palace,—some dreamer  
 Built a *wondrous* air-castle one day.  
 Solomon's Temple,—the wise man  
 Built air-castles, wisely as fair;  
 And the grim old Sphinx in the desert,  
 Just a *petrified* castle in air!  
 All things attained but by reaching,  
 Each life-object noble and pure,—  
 They all are air-castles,—but chide not  
 Though in air, the foundation is sure.  
 And that prize of *two* lives for our living of *this*,  
 One, you know,—not the best—they call Fame.  
 O you *all* have your fairy air-castles,  
 Though you will not give them the name.  
 When our life-work is scanty of sunshine,  
 And this living seems dark to our sight,  
 Does it matter—if only they brighten—  
 That from air-castles cometh the light ?  
 O child-hearts will keep—ever cheery—  
 While our heads grow hoary with care;  
 If our life-work is lowly, we'll raise it,  
 Till it's one with our castles in air.

—*No. 12.*

## EXAMINATION.

And so, dear Teacher, a change of masters has left you not a whit less persistent in your demands, and "just a short communication will be quite acceptable," has excited my sympathies to such an extent that I am this morning favored with the light of a June sunrise. In casting about for a cord to string my platitudes upon, I am forced to write upon that which fills my mind to such a degree that I find myself almost a (?) round shouldered, broken backed, and entirely off my foot. EXAMINATION. On the street, in the parlor and the kitchen, in stage and car, one hears nothing but examination! examination!! The very air is full of it. In a few hours hundreds of pens will be dashing across paper, leaving traces of thought more or less clear. A few hours further on, and these thoughts will be undergoing the inspection of ladies and gentlemen, whose lead pencilings will seal the destiny of more than half a thousand expectant lads and misses. And yet this is no new thing under the sun. It is as old as man, and as constant as the ongoing of man's life. The world over it is but one round of questions

asked or answered. The wondering eyes of the little one who has not broken silence by speech, ask, "What am I here for?" and the answers, serious or funny, thoughtful or ridiculous, are as various as are the shades of human life. To some it becomes a conundrum given up. The boy puzzles his brain over transpositions of the known value of play to one member of an equation, the other member of which is the unknown value of study. His *a's* and *b's* get strangely mixed up with his *x's* and *y's*, and it is next to impossible to make his — tell the truth. As time wears on, and the sly god sends the arrow harder, comes the question which must be repeated to papa and mama before it can be answered. How anxiously does he await the return of his paper, that he may see whether at head stands in bold characters 0 or 100. And then the ever-recurring question, "How shall I make the two ends of a short and inelastic income meet round a plethoric roll of grocer's bills, and tailor's bills, and milliner's bills?" And as if to increase this last difficulty comes an oft-repeated question, "What shall we call *this* darling?" Knotty problems in finance must be solved. Questions of civil government and of political economy are staring one constantly in the face. Animal life from the animalcule to the mastodon demands investigation. The gorgeous carpet which Spring rains and June suns have woven over the face of the earth presents a thousand queries where one is answered. Then there are errors to be corrected, about the proper place and use of *him*, or *her* or *me*.

For a time you get away from this interminable questioning and answering and enjoy a social chat with some prince of good fellows, till the next morning you read at your breakfast table what you have said, or perhaps what you have not said, put into question and answer, and called an interview. Do what you may, think what you will, there is no escape from this constant examination. Each man becomes in his turn the interrogation point to the other's period. But adieu, and you are free. Not so! for you begin to question yourself. Whence came I? What am I? Whither go I? Questions requiring a lifetime to answer and demanding a life's patient study.

As I pass from the cradle to the grave, conscious of a life given and preserved by an infinite power as wise as good, and as good as wise; touching the world here and there; listening to its questionings and bewildered as to the answers I shall give; in eager curiosity inquiring the meaning of all that is borne into my soul through the senses, wondering what the soul is; I feel that, as questioner or questioned, I am in the midst of a perpetual examination. As I have seen friend after friend, the dearest and the best, pass through the veil that hides from me the invisible world, without a rift through which a single glimpse of the hereafter comes to my sight, I have turned to myself and have learned that this desire to know, has somewhere in the future an abundant store of means for its gratification. With childlike faith in my teachers, Revelation and Reason, I accept the failures and the successes of this life, the *zeros* and the *hundreds* as elements of that discipline which will prepare me for the school in which questions will be more searching and answers more exact, where the things now "seen through a glass darkly" will be brought "face to face" with my clearer comprehension. What this life examination is to the life beyond, a means of discipline well adapted to a worthy end, the

child's school examinations and to the practical life of the man's. Let them be the means and not the end. This is my practical application. Mark me zero on my answer to your question of a day or two since and I shall be content.

—J. L. Pickard.

### DRUDGERY.

"Of all work that produces results," said the Bishop of Exeter, "nine tenths must be drudgery." Earnest and faithful teachers who are wont to complain of the ceaseless drudgery of their vocation, should throw repining to the winds and renew their courage and hope by a serious contemplation of the truth contained in the Bishop's remark.

In this age of intense competitive activity, success in any vocation necessitates the closest and most exclusive application of mental and bodily energy. He who lacks the spirit of application in his own calling may find it difficult to realize the truth of this assertion, and may incline to indulge in the illusory dream that every other avocation is less laborious and more remunerative than his own. Probably nothing would so speedily and so effectually dispel this vagary as a thorough knowledge of the labors of the most successful producers of results in their spheres of action.

The truth of the Bishop's remark is most plainly and satisfactorily demonstrated in the production of all results involving the expenditure of physical energy. Here the drudgery of life is always apparent. No one fails to perceive it in the labor of the kitchen, the workshop, the mill, the farm, and in all pursuits whose purpose is the creation of material things; but only the initiated can fully comprehend the drudgery of the clerk's desk or counter, the merchant's store, the lawyer's office, the minister's study, and the student's cell. Could teachers wholly or partially realize the interminable toil of the author, the ceaseless diurnal and nocturnal mental drudgery of the inventor, the wearying and worrying application of the man or woman of science, the perplexities and vexations of the artist and architect, they would quickly perceive that the perfection or superior excellence of all results must ever correspond to the ceaseless attention to details, the constant supervision or revision of methods, the frequent application of exacting tests or examinations usually denominated drudgery.

Many a teacher who has gladly exchanged the drudgery of the school room for the fancied felicities of other departments of productive labor, who has learned experimentally that the roses of mercantile and financial life are not wholly destitute of concealed thorns, has subsequently joyfully returned to his early chosen vocation, fully convinced that its duties are not exceptionally laborious and drudging. The earnest teacher, like every other earnest worker, fears not drudgery and seeks not to escape from that which is essential to the production of the best results. Let the conviction once be established that through drudgery alone have the most perfect conceptions of excellence become substantial realities and the repulsive ideas which spring into mind at sight or sound of that word will quickly disappear.

It may not be amiss to glance at one of the most familiar forms of school-room drudgery, to ascertain whether it is

as productive of results as the Bishop's assertion, if true, might lead us to expect. It must be remembered that opinions differ greatly in respect to what constitutes drudgery. The reluctant, toilsome and fatiguing labor of one, would be the cheerful and unwearying performance of duty, in the estimation of another. There are, however, many tasks imposed by the intellectual and moral and physical requisitions of a modern school room that cannot but be regarded as drudging forms of labor by all who participate largely in them.

Nowadays, one of the most common, and, at the same time, most wearying drudgeries with which the intellectual demands of the public school burden teachers, is the almost limitless amount of written work performed by pupils, primary as well as grammar, all of which must be carefully inspected and accurately appraised. So prodigious in quantity is this kind of work in almost all large graded schools that the usual hours of the sessions are seldom sufficient to enable the teacher to give it the attention which it imperatively demands, in order that it may accomplish the purpose for which it is intended. A laborious hour is often affixed to the day's session, that this form of drudgery may not consume time needed and intended for home reading and study, or for social recreation.

Although exercises involving the use of the pen and pencil have greatly multiplied in number within a very few years, their rate of increase seems in no respect to diminish. Until a comparatively recent period primary teachers were almost entirely exempt from this species of drudgery incident to the examination of slates and papers; and the teacher in the grammar school once knew it only in the hasty inspection of copy books, and the correction of an occasional composition. Now such labor forms a part of the daily routine of every primary division. The memory of many teachers easily recalls the time when the pupils of primary schools were totally ignorant of the use of slates. A few years later slates were put into the hands of young children as a very appropriate means of diversion when not engaged in recitation, and as a positive relief to the teacher from the annoyance and worry occasioned by their ceaseless restlessness when without definite employment. Those days have passed away, and the slate and pencil have become as necessary a part of the educational equipment of every primary scholar as were Webster's Spelling Book and Emerson's First Part in days of yore. No course of primary instruction could now be satisfactorily completed, and no promotions from lower to higher planes of scholarship could be justly and properly made without the indispensable written examination.

Every teacher whose experience has been of the smallest practical value knows that written work of any kind habitually or frequently uninspected is as likely to lead to the confirmation of the most absurd and preposterous practices in writing, spelling, capitalization, punctuation, construction and arrangement, as to the opposite habits of neatness, elegance, accuracy, and exactness. He who, in comparing former times with the present, fails not to perceive the immense increase of drudgery incident to written exercises, should as readily discern the superior results which the multiplicity of such exercises is producing. There may, it is true, be too much of this as of any other



good thing, and the tendency, doubtless, in some places is towards excess; but the evils resulting from the abuse of a method should not necessitate its complete rejection, and the loss of the benefits which would result from its judicious application. It is not unusual to find pupils in the sixth and seventh grades of our public schools who write as elegantly, spell as correctly, and construct as grammatically as scholars in the first and second grades ten or twelve years ago. These excellent and admirable results are due chiefly, if not exclusively, to the cheerful, patient, and faithful performance of the increased and increasing drudgery of our schools.

If teachers would more frequently look beyond their own sphere they would easily learn that the conditions of success in other calling are essentially the same as in their own. Other producers of results must exercise the same unremitting, drudging care, or their labor would be as resultless as that of a teacher who spends more time in lamenting the drudgery of his profession than in earnest, well-directed efforts to promote the advancement of his pupils.

The painfully resultless character of many lives without, as well as within, the teacher's avocation must be ascribed, doubtless, to the bugbear of drudgery which haunts the minds of men and women at the threshold of active life. The chief desideratum of the young in entering upon an independent existence seems to be, in too many instances, not a mode and kind of activity which will produce the best and most useful results, but rather a sphere of action which will conduce most largely to personal ease and comfort. The pernicious tendency of this unreasonable desire to escape the drudgery essential to success has become a source of grave apprehension on the part of those who have the welfare of society at heart. Parents look with dismal forebodings upon the extreme reluctance of their children to enter employments most productive of results because of the apparently ceaseless drudgery which they entail.

Is there not reason to fear that many teachers in and out of the school room are doing much through the powerful influence of example, to bring into disrepute the drudgery of useful, necessary, productive labor? Multitudes of children acquire their only correct notions of life, its duties, responsibilities and means of success during their brief period of attendance at the public school. And it is not unreasonable to suppose that teachers may justly be considered accountable, to some extent, for the existence of ideas whose subsequent development may be hostile to the highest practical efficiency of life?

—E. C. Delano.

SCIENTIFIC men, as well as theologians, sometimes find it very difficult to avoid the charge of "ambiguity." An amusing instance is the case of Prof. Huxley, who wrote an "Essay on the Physical Basis of Life," which he designed as a protest against Materialism. But the public generally regards it as an argument in favor of Materialism. Was Talleyrand jesting when he uttered his famous *bon mot* that the object of language is to conceal thought?

Was it Lord Bacon who said that if a man were not handsome at twenty, learned at thirty, wealthy at forty, he might despair of these things?

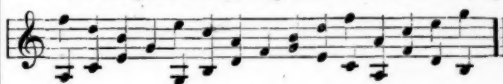
## VOCAL MUSIC.

### STEPS IN THE GRADES.—Concluded.

#### SECOND GRADE.

##### FIRST STEP—INTERVALS OF GRADE.

- (a) Write notes on the staff in such a manner that each tone of the grade shall be represented several times, e. g.



- (b) Teach the pupils to read, individually, the notes in all possible ways, that they may be able to name each note without hesitation.
- (c) Require the class to sing in chorus the same exercise, teaching all the intervals of the grade.
- (d) Do not require the boys to sing higher than A, (second space.) Do not tire the voices of the pupils by singing this exercise too long.
- (e) When the other keys of the grade are introduced, proceed in the same way to teach the intervals of grade.

##### SECOND STEP—THEORY AND PRACTICE.

- (a) Make practical all the Notes and Rests of the grade. Review all kinds of Measure.
- (b) Make practical all characters that indicate expression or Power of Tones. See that every pupil knows the name and use of every character of the grade.
- (c) Pitch names and writing of scales in all the keys of the grade. Illustrate intervals of grade. Explain the Bass clef.

##### THIRD STEP—THREE-PART SINGING.

- (a) Separate the pupils into three classes. Boys to sing the Alto and girls to sing First and Second Soprano. Do not allow the girls to sing First Soprano all the time unless they can sing E, F and G with perfect ease.
- (b) Practice exercises in Modulation similar to those on page 50, Graded Singer, Book 3. Require pupils to sing them *M.* and *pp.*
- (c) If the pupils "flat" in singing these exercises, test each pupil's voice and correct all faults of intonation, quality of tone, etc.
- (d) Teach the Alto first, Second Soprano next, and First Soprano last. When the pupils can sing the parts separately, try them simultaneously, reviewing each part till they harmonize perfectly when sung together.
- (e) When the words are first sung, be careful that the subordinate parts are sung correctly.
- (f) Do not attempt to teach the songs of the grade till the "chords" are perfectly learned.

##### FOURTH STEP—SINGING AT SIGHT.

- (a) Review the first step of the grade. (b) Write on the staff each day a simple exercise in one or two parts and require the pupils to "sing it at sight."

#### FIRST GRADE.

##### FIRST STEP—INTERVALS OF GRADE.

- (a) Represent the tones as in Second grade, and pursue the same method in teaching the intervals of the grade.
- (b) Be sure that this work is well done before teaching any of the songs of the grade.
- (c) When the new keys are introduced, teach the intervals of grade before the songs.

## SECOND STEP—THEORY AND PRACTICE.

- (a) Review the theory of all previous grades, making it as practical as possible. In this review each item of theory should be illustrated.
- (b) In teaching the pupils to sing the Chromatic scale, require them to imitate the pitches as given by the Pianoforte or Organ. *Be sure that the Piano is in perfect tune, before teaching the Chromatic scale.*
- (c) Teach the Harmonic Minor Scale. (A, B, C, D, E, F, G flat and A.) (d) Take special care that the intervals of the minor scale, made by F, G flat and A are perfectly sung.

## THIRD STEP—THREE-PART SINGING.

- (a) Arrange the pupils into three classes, the same as in Second grade.
- (b) Review the "chords" on pages 54 and 56 and all Sol-feggi and Modulation exercises in Part 1 in Graded Singer, Book 3.
- (c) In the first and second grades, pupils who prefer to sing Alto or Second Soprano, should be permitted to do so.
- (d) Do not allow any of the girls to sing First Soprano all the time unless they can sing E, F and G with *perfect ease* (fourth space, fifth line and space above).
- (e) All the chords and be sung *m* and repeated *pp*.
- (f) In teaching the songs of this and the previous grades, take each part separately, and be careful that the *pitch* and *time* are perfect. Take great care that the *expression* and *phrasing* are carefully observed.
- (g) After the pupils have learned them perfectly, require them to close the book and listen to the other parts while they sing their own.
- (h) If the pupils "flat" in singing, review the modulation exercises and scales as in second grade.
- (i) Never allow the pupils to sing while in a bad position, nor when exhausted. Do not sing longer than fifteen or twenty minutes at one lesson. Make the lessons short and enthusiastic.

## FOURTH STEP—SINGING AT SIGHT.

- (a) Review the interval study. (b) Write short exercises on the staff each day, in one or two parts, and require the pupils to "*sing them at sight.*"

—E. E. Whittemore.

THE FOLLOWING conclusive testimony to the superiority of public school instruction is quoted from the Report of President Raymond, of Vassar College, to the United States Commissioner of Education at the Vienna Exposition:

"In September, 1865, the institution (Vassar College) was opened for the reception of students. A large number, between the ages of fifteen and twenty-four, from all parts of the Union and from Canada, applied for examination, and about three hundred and fifty were accepted."

\*\*\*\* "In the ordinary English branches, had the same tests been applied then that are applied now, one-half the candidates would have been refused. In these branches the advantage was notably with those who had been taught in the graded public schools, particularly of the larger towns and cities; and none appeared to less advantage than those on whom the greatest expense had been lavished in governesses and special forms of home or foreign education."

## SELECTIONS.

## MY SLAIN.

## I.

This sweet child which hath climbed upon my knee,  
This amber-haired, four-summered little maid,  
With her unconscious beauty troubleth me;  
With her low prattle maketh me afraid.  
Ah, darling! when you cling and nestle so  
You hurt me, though you do not see me cry,  
Nor hear the weariness with which I sigh  
For the dear babe I killed so long ago.  
I tremble at the touch of your caress;  
You stab me with your dove-eyed, innocent faith;  
O cruel knives of whetted worldliness,  
That laid mine own child-heartedness in death,  
Beside whose grave I pace forevermore,  
Like Desolation on a shipwrecked shore!

## II.

There is no little child within me now,  
To sing back to the daisies, to leap up  
When June winds kiss me, when an apple bough  
Laughs into blossoms, or a buttercup  
Filters the sunshine, or a violet  
Gladdens in the glad dew. Alas! alas!  
The meaning of the primrose in the grass  
I have forgotten, and if my cheeks are wet,  
It is not with the blitheness of the child,  
But with the heavy sorrow of sore years.  
O moaning life, with Life irreconciled!  
O backward-looking thought! O pain! O tears!  
For us there is not any silver sound  
Of rhythmic wonders springing from the ground.

## III.

What have I gained? The sapless bookish lore  
That makes men mummies, weighs out every grain  
Of that which was miraculous before,  
And sneers the heart down with the scoffing brain;  
The skeptic's peering, analytic ways,  
That dry the tender juices in the breast,  
And put the thunders of the Lord to test,  
So that no marvel must be, and no praise,  
Nor any God except Necessity.  
O earthy days, that I have served so true!  
O arid husks! O bare and fruitless tree!  
Take back your doubtful wisdom, and renew  
My early foolish freshness of the dunce,  
Whose simple instincts guessed the heavens at once.  
—RICHARD REALP, in *Harper's Magazine* for July.

## EDUCATION IN GERMANY.

A small pamphlet in German, now before us, affords fresh and authentic information of the most interesting and valuable description about Prussian common school education as it exists at the present time. It comprises the revised and improved programme of studies prescribed by the government, together with the detailed requirements for the normal training and the examination of teachers. What makes this little brochure extremely noteworthy, is the fact that *is the last word on the subject from the most competent pedagogists or schoolmen in the world.* It is evidently a complete whole, a harmonious system, where each perfect detail is blended in the general excellence. It contains a clear and precise statement of the aims and requirements in respect to each subject of instruction. The time to be devoted to each branch is also prescribed. The following studies are obligatory for all children: Religion, the mother-tongue, including writing and grammar, arithmetic, practical elementary geometry, *realien* (comprising geography, history, the elements of Natural History, and the

rudiments of physics), drawing, singing, gymnastics; and for girls, needlework. To each of the last four branches the pupils of the upper classes are required to give two hours weekly. In giving the gymnastic exercises, the teachers must follow the course laid down in the official manual prepared for the purpose.

To the average American teacher the above schedule of studies will probably appear rather formidable; and most likely it will not be apparent to him how *time* is to be found to teach them all to any purpose, in the period allotted for the course of instruction in the common school. But the Prussian teachers, it is said, do find time for this without subjecting their pupils to the "cramming" process, or to what we call "high pressure." Nor is it very difficult to discover how the Prussian teachers are enabled to do what seems to most American teachers impracticable. This programme throws much light on the subject. In the first place, it distinctly indicates what is to be accomplished, and puts just and reasonable limitations upon the requirements. And so the Prussian teacher does not fritter away the time of his pupils in attempting to teach them a great mass of useless details which bookmakers have seen fit to print in text books. But this is just what most American teachers are doing to an immense extent, greatly to the profit of bookmakers and book publishers, and at the same time to the great detriment of their pupils. And how can they be expected to do otherwise? No such teacher's guide as this before us has been furnished by any American State. In the Massachusetts School Law the subjects to be taught are named and nothing more. It is so in all the States, or in nearly all. The consequence is, the teachers are very generally left by the local authorities to teach what there is in the prescribed text books. There are exceptions to this state of things, we are aware, in many of the city schools, where there is an efficient superintendence exercised by the school boards and their experienced officers. In New York, Boston, Chicago, St. Louis, Cincinnati, and some other cities, programmes have been adopted, which are intended to secure a rational and economical handling of the subjects to be taught. But nowhere is this intention satisfactorily realized. And speaking generally, it is substantially correct to say that the American teacher has for his guide, instead of a carefully prepared rational programme, a list of prescribed text books, too numerous and too voluminous by half, the contents of which he is expected to teach his pupils as best he can. He knows very well, from experience, that whatever else his pupils may be expected to know, they must not fail to answer any questions on the text of the prescribed books, so far as they have been studied. Hence, of necessity, his chief business must consist in giving out lessons and in hearing recitations. In fact, the characteristic of American teaching, in all its grades, is that it consists mainly of the hearing of recitations from text books. The Prussian method is entirely different. The Prussian teacher *teaches his pupils and works with them*. The text book is used only for reference, and as an aid to the pupils in preparing reviews. In this way the Prussian teacher makes very short work of geography, on which our American teachers feel compelled to waste a great amount of time, and so must crowd out drawing or singing.

But this pamphlet not only indicates the right way of handling the subjects of instruction; it shows also how

the teachers are prepared for this sort of work. A perfect programme is a most useful instrument in skilled hands, but it is only so much waste paper in unskilled hands. The Prussian ministry of instruction is by no means content simply to put forth a well contrived course of study, and then tell the local authorities to carry it out. It prescribes, at the same time, the course of culture and technical training for the teachers, to enable them to handle the programme according to its letter and spirit. And what is more to the point, it provides in abundance the institutions in which this culture is imparted. Prussia was the first country in the world to set the example of establishing normal schools, the earliest of these institutions dating back as far as 1701. In 1819 it was decreed that ten should be established, one in each province. Now there are eighty-eight. In the whole German Empire there are one hundred and forty-three. And the course of training in these professional schools varies from three to six years.

If this pamphlet, which we have taken as our topic, could be translated and printed, and distributed largely throughout America, it could not fail to render an important service to the cause of popular education.

—Atlantic Monthly.

#### HINTS ON READING.

There are three distinct systems of teaching reading, viz.: the alphabetic, in which the letters, as parts of written words, are taught first; the phonetic, in which the sounds, as parts of spoken words, are taught first; and the word method, in which the whole word, as the element of language, is taught first. These methods are, in practice, often more or less combined.

There is another method, which experience has proved to be a still nearer approach to the real *Method of Nature* than either of the three systems mentioned above. By this method we begin, not with single words, but with combinations of words. From these combinations the separate words are learned, as the letters are by the Word-Method. In the Word-Method the attention is first called to the meaning of the word, and then to the printed word as the representation of that meaning. In this method, the attention is called to the *thought* first, and then to the *combination* of words as the representation of the thought. From this peculiarity I call it THE SENTENCE METHOD.

This system is a step in advance of the Word-Methods (as generally understood), inasmuch as it begins, not with separate words, but with *combinations* of words—with *thought* expressions. Words, *as words*, obscure thought; but words, as *thought media*, are transparent. Reading is grasping thought from language, and imparting thought (as grasped) through language. Recognizing and pronouncing words, as words, is NOT reading.

That this method is entirely practical, and possesses decided advantages over the systems first named, I have no doubt; but, from my experience in the introduction of the Word-Method (which I first published in 1846), I am advised that, however good a system may be, its general introduction will be sooner gained by not presenting it at first in its most radical form.

The real object of reading is to gain information. In oral reading, we wish, in addition, to impart information, and also to give pleasure. In learning to talk, children



first grasp ideas from objects, and then *labor* to express them. The separate meaning of the words used is not so much noticed as their combined meaning, because it takes the *combination* to give birth to the *idea*. This truth applies also to written language. The aim of the teacher should, therefore, be, not so much to teach separate words as to teach *expressions of thought*. The Word-Method enables teachers to do this more nearly than the Alphabetic or Phonic, because it requires less steps to *get-up-to* the *idea*, and each step diverts from the real object. If, therefore, the best results are to be sought after, the teacher must endeavor to train the eye to take in *at a glance*, enough words to put the mind in possession of the idea (for the idea is the *unit*, and as a unit it must be known and appreciated before its expression can be properly given); and the mind must be trained to fix itself on the idea, as though derived from the original source, and not from words, *i. e.*, to look *through* the words recognized by the eye, to the thought only, and to use the words as simply servants to unload the mind of its ideas. Not till the eye and the mind are thus trained can *good* reading be secured. Fixing the attention on the words is like looking at glass, which, when looked at, becomes opaque, and hides the view beyond. If, by the Word-Method (as often taught), such blinding of the mental vision is possible, what shall we say for those systems which begin with the letters?

"But," you will say, "the *words* must be taught." I reply: They will necessarily become known with very little special teaching, by the system here pursued, and, therefore, the direct teaching of them should be of secondary importance. The child eats to satisfy hunger, or to gratify taste, not to nourish and strengthen its body; yet, notwithstanding, the body is nourished and strengthened none the less by the eating. Indeed, eating simply for the nourishment, defeats, very largely, at least, the object in view. So God in wisdom ordains.

The mind has taste—the mind hungers. Satisfy this taste, this hunger, by giving food that is palatable, that is nourishing, that is adapted to its development, that is properly prepared—and see to it that the food is properly administered, too,—then, neither the taste nor the appetite will become cloyed, but both will be sharpened and made more sensitive and appreciative; meanwhile, growth and strength necessarily—naturally—follow.

#### HOW SHALL WE TEACH?

At first, teach by means of objects and pictures, and oral lessons.

1st. *By Objects*.—Let the objects be present, let them be seen, handled, talked about. Take, for example, a box—as a chalk box. The children see it, have seen it many a time, and know what it is; and most of them have boxes at home. Take the box in your hand, and, calling the children's attention to it, say to them, "I have a box," a fact they already know, because they *see* it in your hand. Let the children in turn take the box and repeat the statement. Using other objects, make similar statements with reference to them, and here let the first lesson end.

At the second lesson hold up the box, as at the first lesson, and ask, "What have I in my hand?" They will naturally answer, A box. This is the reply wanted, and which you should get. Now, let each child take the box, and ask the same question, the class answering as before. Other objects should also be used, and may be such as

belong in the school-room, or such as the children have brought in for this purpose.

2d. *By Pictures*.—After again calling attention to the box, make a picture of it on the blackboard, and show the class how to make it. Let the children practice drawing it on the blackboard, and on their slates. From the representing of *things* by *pictures*, the idea of representing words (spoken words) by marks (written words) is obtained.

At the next lesson, with the box in hand, repeat the question and get the answer as before, "A box." Pointing to the picture, ask, "What is this?" and get the same answer, "A box," (not "A picture of a box.") Write or print this answer near the picture. Repeat the question, pointing to the picture, and tell the class that the answer given is what you have written on the board. Again repeating the question, let the children reply with their eyes fixed on this written answer. Repeat the question many times by simply pointing to the box and to the picture, the children still looking at the written words as they answer, "A box." Now place the phrase (a box) on other parts of the board, and test their ability to recognize it.

Develop other answers from other objects in the same manner. Place them as you proceed, on the board, promiscuously, and test the ability to recognize and name them. Get the answers from the object, the picture, and the words, and see that the manner of the reply is alike from all, *i. e.*, perfectly natural.

Continue lessons of this nature till complete familiarity with them is secured, and ability to recognize the written answer is acquired.

By this time it will be found that the children have not only noticed the forms of the individual words, but that they have attached to these forms, names—that they, in fact, *know the words*, and are able to point them out and name them, wherever seen.

*Names of Things*.—Everything has a name. This you can lead the children to discover. Begin by asking a child if he has a name, and what it is. Proceed to names of other children, to names of animals, and things. Finally, ask for something that has no name. It will be perceived that the name is comprised in one word, as boy, ox, etc. Do not confound the answer developed in the first lessons with the *name*—the answer *now* required. Proceed, orally, at first, as already shown. Let things seen in the schoolroom be named first; then things seen out doors, things seen at home, in the house, barn, shop, store; in the field, garden, woods; then let animals, plants, trees, fruits, etc., etc., be named. A little skill will direct the children in gathering names to be given at an appointed time, which will not only interest and benefit them, but teachers and parents as well.

The printed word should be given (on the blackboard) as the name of the thing mentioned, and taught as already explained for teaching the phrase, "A box."

If possible, have several boxes, of various colors, sizes, and materials, and let the expression for each be taught; as, for example, a red box, a green box, a blue box, a white box, a black box, a large box, a small box, a wooden box, a tin box, etc. After which, teach expressions for different things having a common property; as, for instance, a red cap, a red box, a red ox, etc. Continue this multiplying of phrases till familiarity with them is

secured, and the eye is sufficiently trained to grasp the whole expression, and recognize it at a glance. Test this ability by placing the phrases on the board, and as you point to the object or picture, let the children point out the corresponding phrase.

The danger, at this point, is in making too great haste. Let me caution you to make it slowly. Let thoroughness be your motto. Do not neglect the Oral Lessons. This class of expressions gives wide scope for observation and practice.

*Acts of Things.*—In teaching complete sentences, let the action or fact occur before the class, and let a statement of it be made, orally, from information thus obtained. Afterwards, place the sentence on the board for the class to look at as it is repeated. For instance, to teach the sentence, "the girl reads," let the children see a girl reading, and then ask them what the girl does; they will answer, "the girl reads." Write the statement, and proceed as heretofore directed. Many repetitions will be necessary, and several sentences may be given before either is distinctly recognized. Keep the attention on the idea rather than on the graphic expression of it.

Multiply the sentences and give variety in form; for example,—I hear a clock, I see a knife, I smell a rose, I taste an apple, I feel a book, etc. Teach each sense to take cognizance of facts, *i. e.*, to gather information,—and the children to express properly, in words, the facts so gathered.

*Review Lesson.*—These should be used as "hunting grounds" for the lessons as learned, and expeditions for phrases, sentences, and words, should often be made to them. It will be hardly possible thus to proceed far without the words becoming known.

By short and easy steps the child passes from one lesson to another. Sometimes, indeed, they are so short and easy that no apparent effort is required; while, at other times, they are, at most, but pleasant tasks to be performed. Gently undulating roads are less wearisome than those constantly, though gradually, ascending—than those, even, on a level plane.

—J. Russell Webb in Preface to his Model Reader.

## NOTES.

### PRINCIPALS' ASSOCIATION.

[For this report of the proceedings of the Principals' Association, we are indebted to the courtesy of James Hannan, Esq., Secretary of the Association.—Eds.]

The tenth and last regular Meeting of the Principals' Association was held at Normal Hall, June 6th, 1874. The greater part of the session was consumed in listening to instructions for the forthcoming examination of pupils for admission to the High School.

It was decided to report the contributions made by the schools on the 28th of May to the Agassiz fund, as a whole from the city, rather than by schools. Mr. Howland, by request, reported the total amount received as \$985.

The Superintendent stated that the items to be returned in the annual report were not essentially different from those required on previous years. In answer to a question it was stated that the Vermont Central Line of Steamers had promised to carry teachers to Detroit and return during the session of the National Teachers' Association for \$14.00.

At Mr. Blackman's suggestion it was decided to give a concert by pupils of the first divisions of the district schools for the benefit of Messrs. Whittemore and Cutter, whose

ill health during the year had occasioned them serious loss. Messrs. Blackman, Sabin and Baker were appointed a committee to manage the affair.

At the suggestion of Mr. Hanford it was decided to appoint several standing committees for the purpose of considering proposed changes in the Course of Instruction, during the vacation. The following committees are announced by the Superintendent:

On Numbers: Ira S. Baker; Leslie Lewis; Geo. W. Heath.

On Language: Alfred Kirk; Maria H. Sayward; Francis S. Heywood.

On History and Geography: James Hannan; Charles F. Babcock; Luella V. Little.

On Miscellaneous: Henry H. Belfield; Mary E. S. Brown; Orville T. Bright.

### SOCIETY OF SCHOOL PRINCIPALS.

The Sixth Annual Meeting of the Illinois Society of School Principals, will be held at Galesburg, July 7th, 8th, and 9th, 1874, in the High School Building.

Tuesday—8:00 P. M.—Address of Welcome, Hon. C. L. Leach, Jr. President's Address, M. Andrews, Macomb. Business.

Wednesday—9:00 A. M.—What Problems connected with Education ought this Association to discuss? J. Mahony, Winetka. Discussion of the above by J. A. Mercer, Sheffield, J. F. Everett, Rock Island. 10:00 A. M.—Examinations, F. Hanford, Chicago. Discussion, J. R. McGregor, Mendota, Geo. Blount, Forreston. General Business. 2:00 P. M.—Truancy, Leslie Lewis, Hyde Park. Discussion, J. V. Thomas, Dixon, J. H. Rushton, Plano. 3:30 P. M.—The Principles which should Govern us in our Relations to Each Other and to School Boards, Aaron Grove, Normal. Discussion, H. H. C. Miller, Morris, W. F. Bromfield, Tuscola. Evening Lecture—"The Relations of the Pulpit to Popular Education," Rev. M. J. Savage, Chicago.

Thursday—9:00 A. M.—To what extent, and with what success, can Training Classes be connected with our Graded Schools? W. B. Powell, Aurora. Discussion, L. B. Hastings, Litchfield, Harry Moore, Sycamore. 10:30 A. M.—Female Teachers in Public Schools, Esther M. Sprague, Chicago, C. P. Snow, Princeton, Mary Pennell, Polo, Chas. I. Parker, Joliet. 2:00 P. M.—The importance of Reference Libraries, and How to Secure them, J. M. Piper, Mt. Morris, T. C. Swafford, Oneida. Discussion, C. P. Hall, Princeton, O. M. Tucker, Lacon. Business.

The following railroads will return members for one-fifth fare, on the presentation of certificate signed by railroad secretary: Chicago, Burlington & Quincy; Chicago & Northwestern; Illinois Central; Indianapolis, Bloomington & Western. The Chicago & Iowa will issue excursion tickets to teachers who call for them before entering the cars on their way to the meeting. Any further railroad arrangements that may be made will be announced at Galesburg.

Teachers and Superintendents attending the meeting of the Society will be entertained at the Union House and Brown's Hotel, at the rate of \$2.00 per day.

Headquarters of Executive Committee at Union House, near the High School Building.

It is expected that Superintendent Sheldon, of New York City, and other distinguished educators will be present, but as their promises were not positive, we have not placed their names on the programme.

P. R. WALKER, Rochelle,  
M. L. SEYMOUR, Blue Island, } *Executive Com.*  
S. M. BATHURST, Leland,

### NATIONAL EDUCATIONAL ASSOCIATION.

PEORIA ILL., May 11th, 1874.

THE fourteenth annual meeting of the National Educational Association will be held in Detroit, Michigan, on Tuesday, Wednesday and Thursday, the 4th, 5th and 6th days of August next. A cordial invitation has been extended to the Association by the Governor of the State, the Mayor of the city, the State and City Superintendents of

Public Instruction, and the Board of Education of the city. The use of assembly-rooms for the sessions of the Association has been tendered by the city authorities.

The following is an outline of the programme for the meeting:

**GENERAL SESSION:**—Report of the Committee on *Upper Schools*—the subject of Dr. McCosh's paper last year. Rev. George P. Hays, President Washington and Jefferson College, Pa., chairman of committee. *A National University.* President A. D. White, of Cornell University, is expected to present the leading paper on this subject. *Sex and Education.* It is intended that there shall be an opportunity for a full discussion of this subject by exponents of the leading views concerning it. Dr. Edw. H. Clarke, of Boston will present the first paper. Of the evening addresses one will be delivered by Wm. R. Abbott Esq., of Bellevue, Va. Subject—*The Profession of the Teacher.*

**DEPARTMENT OF HIGHER EDUCATION.**—1. *The Elective System in Colleges and Universities.* Prof. A. P. Peabody, Harvard College. 2. *Coeducation of the Sexes in Universities.* Prof. J. K. Hosmer, State University of Missouri. 3. *University Endowments.* Hon. J. B. Bowman, Regent of the University of Kentucky. 4. *Classical Studies in Higher Institutions of Education.* Prof. James D. Butler, Madison, Wisconsin. 5. *Plan of the University of Virginia.* C. S. Venable, Chairman of the Faculty of the University of Virginia.

**DEPARTMENT OF NORMAL SCHOOLS.**—1. *Report on the Actual Courses of Study of the Normal Schools in the United States, together with statistics relating to such Schools.* John Ogden, Associate Principal of the Ohio Central Normal School, Worthington, Ohio. 2. *What are the Essentials of a Profession; and what must be the special work of Normal Schools to entitle them to be called Professional?* Larkin Dunton, Head Master of the City Normal School, Boston, Mass. 3. *Method and Manner.* Louis Soldan, Principal of the City Normal School, St. Louis, Mo. 4. *Training Schools in connection with Normal Schools.* Report by the chairman of the committee, J. C. Greenough, Principal of the State Normal School, Providence, R. I.

**DEPARTMENT OF SUPERINTENDENCE.**—Report of the Committee on *Uniform plan and form for publishing the principal Statistical Tables on Education.* T. W. Harvey, State Commissioner of Common Schools, Ohio, chairman of Committee.

**DEPARTMENT OF ELEMENTARY SCHOOLS.**—*Several Problems in Graded School Management.* Hon. E. E. White, Ohio. *Language Lessons in Primary Schools.* Miss Keeler, Cleveland, Ohio. *Science in Elementary Schools.* Dr. Armstrong, Principal of the State Normal School, Fredonia, N. Y. *What shall we attempt in our Elementary Schools?* Mrs. A. C. Martin, Boston, Mass.

**RAILROADS, HOTELS, ETC.**—All the railroads leading into Detroit have declined to make any reduction of fare save the Detroit and Bay City, the Grand Trunk, and Great Western. The Bay City will carry members at half fare. The committee are not yet prepared to announce the terms agreed upon with the Canada roads. Announcements will soon be made in those sections of the country reached by them.

The Northern Transportation Line of Steamers will carry members from Chicago to Detroit and return for \$14.00 for the round trip. Teachers desiring to go by this route must apply to Hon J. L. Pickard, Superintendent of Schools, Chicago, for a recommendation to the company. Mr. Pickard's office is at Nos. 84 and 86 LaSalle street. Tickets for round trip are good for the entire vacation.

Rates of fare at the different hotels in Detroit will be to members of the Association as follows: Russell House, \$3.00 per day; Biddle House, \$2.00 to \$3.00; Michigan Exchange, \$2.50; Antisdell House; \$1.50; Franklin House, \$1.50 to \$2.00; Cass House, \$1.50 to \$2.00; Howard House, \$2.00.

DUANE DOTY, Esq., Superintendent of Schools at Detroit, is Chairman of the Local Committee.

A. P. MARBLE, Sec.

S. H. WHITE, Pres.

## QUESTIONS

Submitted to candidates for admission to Chicago High School, June 17 and 18, 1874.

### GEOGRAPHY AND HISTORY.

TIME FOR BOTH SUBJECTS, THREE HOURS.

The pupil may divide the time to suit himself as between the two topics, but the paper on Geography must be completed and passed in before the work on History is commenced.

N. B.—The questions on this paper are double questions. The pupil may select the part of each question he will attempt to answer, but he must not write upon both parts of the same question, for credit will be given only for one part.

#### GEOGRAPHY.

1.—What causes the change of Seasons?

What causes a difference in time at different points upon the same parallel of latitude?

2.—Name and describe three large river basins in North America.

Name and describe three mountain ranges of North America.

3.—Name and locate five prominent capes on the Western Continent.

Name and locate five gulfs and bays on the Eastern Continent.

4.—Name two isthmuses—the countries joined and the waters separated by each.

Name three straits—the countries separated and the waters joined by each.

5.—Name and describe the longest river in each of the Grand Divisions of the Globe.

Name and locate the highest mountain peak in each of the Grand Divisions of the Globe.

6.—How is silk produced, and what countries are largely concerned in its production and manufacture?

From what is leather manufactured, and to what countries are we most indebted for the material out of which it is made?

7.—Name those States of the Union which have the same large river as their entire or partial Eastern or Western boundary.

Name the States of the Union which have a sea coast.

8.—Name and locate the prominent commercial city of each Grand Division of the Globe.

Name and locate one large manufacturing city in the United States, one in England and one in Asia.

9.—Name the principal agricultural productions of Illinois, of Michigan, of England, of China, of Russia.

Name the principal articles manufactured in Massachusetts, in France, in Spain, in Ireland, in Louisiana.

10.—Trace a water route from Chicago to Yeddo, naming the waters passed over, and the principal islands on the route.

Trace a land route from Chicago to Portland, Maine, naming the railways used and the States passed through.

#### HISTORY.

1.—Number of voyages made by Columbus, and the parts of North America discovered by him.

Number of voyages made by the Cabots (John and Sebastian), and the parts of North America discovered by them.



- 2.—Names of Spanish discoverers.  
Portions of the country discovered by the French.
- 3.—What parts of the present United States have at some time been in possession of the Spanish?  
What parts of the present United States were purchased from the French?
- 4.—Circumstances attending the banishment of Roger Williams.  
Cause of the French and Indian War.
- 5.—Number of the signers of the Declaration of Independence, and its author.  
Place and time of the assembling of the first Continental Congress.
- 6.—Principal battles of the Revolution fought upon New Jersey soil.  
What cities were held by the British forces, for a longer or shorter time during the Revolution?
- 7.—Name the place and time of the first bloodshed of the Revolution.  
Name the place and the time of the closing act of the Revolution.
- 8.—Events with which General Hull was most prominently connected during the war of 1812.  
Events with which General Jackson was most prominently connected during the war of 1812, and just after its close.
- 9.—Cause and result of the Mexican war.  
Indian wars in which the United States have been engaged.
- 10.—Name five prominent military men who have held important civil offices, naming the offices, and the length of service.  
Name three men who have been conspicuous in the history of this country, and who have died since the last Presidential election, giving the peculiar work of each.

## MATHEMATICS.

TIME FOR THIS PAPER, TWO HOURS.

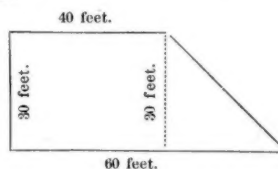
## THEORY.

- 1.—Define *Addition*, *Minuend*, *Multiplicand*, *Quotient*, *Partial Product*.
- 2.—To what operation in Fractions is the rule for finding the Greatest Common Divisor applicable? To what the rule for finding the Least Common Multiple?
- 3.—Define *Interest*, *Brokerage*, and state the difference between *Simple Interest* and *Compound Interest*.
- 4.—In *Linear* or *Long Measure*, how many and what dimensions are required? How many and what in *Square Measure*? How many and what in *Cubic Measure*?
- 5.—Name four different figures that may be constructed in the use of four lines each and draw the figures.

## PROBLEMS.

- 1.—The factors of the numerator of a fraction are 12, 18, 15, 10 and 3; the factors of the denominator are 30, 45, 8, 9 and 7. Find by cancellation the value of the fraction in its lowest terms.
- 2.—A man owning  $\frac{3}{4}$  of a farm sold  $\frac{1}{2}$  of his share to one son, and  $\frac{2}{3}$  of the remainder of his share to another son; what he retained was worth \$875. What was the value of the whole farm?

- 3.—Thomas George sold to James Johns the following goods: 30 yards Cotton Flannel at  $18\frac{1}{2}$  cts. per yard, 16 yards Calico at 9 cts. per yard,  $8\frac{1}{2}$  yards Linen at  $62\frac{1}{2}$  cts. per yard, 5 yards Broadcloth at \$3.75 per yard, and 12 yards Edging at  $37\frac{1}{2}$  cts. per yard. Make out a bill for the same in proper form, bearing date June 19, 1874.
- 4.—Write full analysis of the following: A man purchased wheat at \$1.25 per bushel, and sold the same at a profit of 20 per cent., making \$50 by the transaction. How many bushels did he buy?  
 $37.05 \times .125$
- 5.—Reduce to simplest form  $\frac{1}{4}$  of 96.24
- 6.—Find the present value, [June 18, 1874,] of the note given below:  
\$500. CHICAGO, December 3, 1870.  
Five years after date I promise to pay to William Hoe, the sum of Five Hundred Dollars, with interest at the rate of ten per cent., per annum. Value Received. DAVID ROE.  
*The following endorsements appear upon the note:*  
April 10, 1872, \$100.  
October 25, 1873, \$100.
- 7.—When gold is at a premium of  $11\frac{1}{2}$ , I have an indebtedness in gold of \$2,756. How much currency will it require to pay the debt?
- 8.—Ten men working 15 days, 8 hours a day, dig a ditch 600 feet long, 6 feet wide and 8 feet deep. How many hours per day must 8 men work to dig a ditch 400 feet long, 8 feet wide and 10 feet deep, in 20 days?
- 9.—A man insures his store, valued at \$18,000, at  $\frac{3}{4}$  of 1 per cent. and his stock, valued at \$27,000, at  $1\frac{1}{2}$  per cent. By fire his store is destroyed together with half his stock, after an insurance of ten years. His losses were fully paid. What per cent. of the amount received from the Insurance Companies was the total sum of his premiums?
- 10.—Write a full analysis of the following: Three men engage in trade, putting in money in the proportion of 3, 5 and 7. They make \$3,000. What is each man's share of the profits?
- 11.—I have a floor of the following shape and dimensions:



How many yards of Carpeting, which is one yard wide, will it require to cover the floor?

## LANGUAGE AND MISCELLANEOUS.

TIME FOR BOTH SUBJECTS, TWO HOURS.

To be divided, as each pupil may prefer, between the two topics. *Language* will be taken first, and the paper passed in before writing upon the other topic is commenced.

## LANGUAGE.

- 1.—*Parts of Speech*—the name and office of each.
- 2.—Give a synopsis of the tense of the indicative mode of the verb, *To Write*, using with each tense a different pronoun.
- 3.—From the word *Scribe* as a root, form two derivatives by the use of prefixes, two derivatives by the use of suffixes, and one derivative by the use of both prefix and suffix, and give the meaning of each of the five derivatives.
- 4.—Analyze—  
"Through the door-way flowed the sunshine  
In a flood of molten gold;  
In a cataract of glory  
Down the rifted clouds it rolled."

5.—In the above stanza find all the words that modify nouns, and parse the same.

(Spelling will be marked upon the answers to Nos. 6, 9 and 10.)

6.—Construct three sentences which shall illustrate three different classes of sentences, specifying the kind of each.

7.—Give three rules for spelling words formed by the addition of suffixes, and an illustration of each.

8.—Put into verse form the following:—

"When the calls of duty haunt us, and the present seems to be all the time that ever mortals snatch from dark eternity; then a fairy hand seems painting pictures on a distant sky; for a cunning little artist is the fairy By-and-By."

(Spelling will be marked upon the answers to Nos. 6, 9 and 10.)

9.—Construct a sentence that shall contain a transitive verb in the future tense, having a proper noun for its object, and a personal pronoun as its subject.

(Spelling will be marked upon the answers to Nos. 6, 9 and 10.)

10.—Write a note declining an invitation to an evening party, assigning as a reason the fact that it will interfere seriously with your studies, addressing the note to Mrs. Smith, residing at No. 3756 Ninetieth Street.

#### MISCELLANEOUS.

1.—What proof can you bring of the pressure of air?

2.—How does the blood circulate in the human system?

3.—Advantages of personal cleanliness.

4.—How does the eye of the cat differ from the eye of man?

5.—Select one of the names given below (and only one).

Tell what you know of the person whose name you select, and give the title of something written by him:

*Charles Dickens, Daniel DeFoe, William C. Bryant, William Wirt, Nathaniel Hawthorne.*

6.—Give the length of a sixteenth note in 2-4 time. Name the accented parts in 2-4, 3-4, 4-4 and 6-4 measure.

7.—Write on the Staff the following exercise in the key of A minor (quarter notes): 1, 3 | 2, 4 | 6, 7 | 8, 5 |

8.—Write on the staff the following exercise in key of A flat (quarter notes): 2, sharp 4, 5, 8 | Flat 7, 6, 7, 8 |

9.—Make and name five characters that indicate LENGTH of tones, and make and define five characters that indicate EXPRESSION or POWER of tones.

10.—Which of your studies pleases you most, and what is the ground of your choice?

It is our pleasure to say to those teachers who may visit Chicago, for either a long or short time, or who may stop over for a day or two, on their way to other points during the vacation, that they will find the capacious establishment of Jansen, McClurg & Co., a pleasant place to while away a few hours, where the house will be glad to show them that courtesy for which the firm is noted. Jansen, McClurg & Co., keep a parlor with the latest publications always on its tables, and their shelves are stored with a rare assortment of the best books and periodicals.

Teachers will do well to make them a visit, and our word for it they will find it easier to go in than to come away.

We regret that the pressure on our columns is so great, that notwithstanding we have encroached upon our advertising pages, we are compelled to postpone till August a large amount of matter, including several contributions and nearly all our Book Notices.

## EDUCATIONAL INTELLIGENCE.

### PERSONALS.

#### ILLINOIS.

S. M. Etter, formerly Superintendent of Schools, of Bloomington, and more recently insurance agent, has been nominated by the "Farmer's Convention" for State Superintendent of Public Instruction.

MISS REGINA H. SCHAUER, recently teacher of German in Haven School, has been appointed by the Board of Education of this city, Superintendent of German Instruction, at a salary of \$1000 per annum. Miss Shauer will enter upon her new duties 1st of September.

ONE of the most interesting and noticeable ceremonies it is our pleasure to record this month is the public installation of Dr. Fallows, late Superintendent of Public Instruction, Wisconsin, as President of The Illinois Wesleyan University, Bloomington. Addresses were made by the Hon. Newton Bateman, State Superintendent; President Richard Edwards, Normal University, and His Excellency, Gov. Beveridge.

CAPT. A. R. SABIN, for many years Principal of one of the District Schools of this city, and recently teacher of Latin in the High School, has just been elected Principal of Lake Forest Academy, at a salary of \$2,500 per annum, with provision equivalent to \$2000 more. Mr. Sabin has long been recognized as a leading educator in Chicago and the Northwest, and is a teacher of acknowledged ability, a refined and accurate scholar, a Christian gentleman of unexceptionable bearing in all his relations, and a most thorough and efficient disciplinarian. Mr. Sabin goes to this field of labor with the prestige of a rare success, and is followed by the kind sentiments of a host of friends. The trustees of this Institution in their choice of Mr. Sabin, are but carrying out their declared purpose to make the Academy worthy of the fullest confidence and support, and that he may not be in the least embarrassed, they will surround him with an efficient corps of instructors. What is a gain to the Academy is a loss to Chicago, which can ill afford to spare such men. While we regret his transfer, our congratulations are tendered to the Academy and to the people of Lake Forest.

We take pleasure in announcing that the Southern Normal School, located at Carbondale, Jackson co. Ill., has been organized with an efficient Faculty, under presidency of Rev. Robert Allyn, D. D. and, by proclamation of Gov. Beveridge, will be open for the admission of students, July 1st, 1874.

We have a vivid recollection, while doing Institute work on the part of the State, a couple of years since, of the almost fever heat of enthusiasm manifested by the people in their devotion to educational interests. They have watched and labored long and unremittingly for this consummation by which the children might be instructed by teachers of thorough professional training. There are no people within our borders who will avail themselves of Normal School instruction with more eagerness than they in whose midst the institution has been established. President Allyn, with his long experience, and large familiarity with educational men and measures, will justify the expectation of the State, in the management of the school, and give to it a character second to none in the West.